DOCUMENT RESUME

ED 132 516 CS 003 071

AUTHOR	Miller, Martin, Ed.
TITLE	The PCRS (Parent-Child Reading System) Diagnostic Survey Booklet; The Des Moines Family Learning Project.
INSTITUTION	Des Moines Area Community Coll., Ankeny, Iowa.; Des Moines Public Schools, Iowa.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	76
GRANT	OEG-7-72-0066
NOTE	37p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Diagnostic Tests; Education Service Centers; Elementary Education; *Family Programs; *Parent Participation; Parent Student Relationship; *Reading Centers; Reading Improvement; *Reading Instruction; Reading Programs; Reading Skills
IDENTIFIERS	Iowa (Des Moines); *Parent Child Reading System

ABSTRACT

The Parent-Child Reading System, a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with learning center workshops, in schools, or in institutions maintaining contact with schools. This document contains diagnostic surveys for word recognition skills (kindergarten through grade three), vocabulary skills (grades three through six), and work/study skills (kindergarten through grade six). Also included are answer keys to the surveys and prescription charts for word recognition, vocabulary, work/study skills, and comprehension and reading. (JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED132516

THE DES MOINES FAMILY LEARNING PROJECT

THE PCRS

(PARENT - CHILD READING SYSTEM)

DIAGNOSTIC SURVEY BOOKLET

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Editor: Martin Miller

The Des Moines Family Learning Project
is a joint effort of the Des Moines Public Schools
and the Des Moines Area Community College

Operated by
The Department of Community and Adult Education
Des Moines Schools
1800 Grand
Des Moines, Iowa 50307

Dr. Gareld Jackson, Director

Materials Created and Adapted by
Anita Aymer, Beverly Horwitz, Marsha Laurenzo
Cynthia Sears, Molly Tedesco

Funded under The Adult Education Act of 1966, Sec. 309. (b)

OEG -7-72-0066

CS 003 071

Des Moines Independent Community School District
Board of Education

Mr. Nolden Gentry
Mrs. Betty Grundberg
Dr. John C. McCaw

Dr. George G. Caudill
President

Dr. Ora C. Niffenegger
Mr. Merle F. Schlampp
Mrs. Jack Spevak

Superintendent of Schools, Dr. Dwight M. Davis

Assistant Superintendent, Dr. Robert R. Denny
Education

Executive Director, Dr. James C. Bowman
Elementary Education

Family Learning Center Staff 1972-1975

Melissa Adams
Anita Aymer
Ellen Berty
Beverly Horwitz
Audrey Krueger
Marsha Laurenzo
Kermit Marsh
Maureen Miller
Priscilla Miyahira
Kathleen Stark
Molly Tedesco
Nancy Wells

Martin Miller: Coordinator

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Des Moines
Public Schools

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

"The project presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred."

Copyright © The Des Moines Public Schools, 1976

CONTENTS

		Page
I	Directions	i
II	Survey I - Word Recognition Skills (Grades K-3)	1
III	Survey II - Vocabulary & Work Study Skills (Grades 3-6) (Grades K-6)	7
IV	Answer Key Survey I	13
V	Answer Key Survey II	15
VI	Charts A, B, C, and D	19-25
VII	Lesson Plan	27

SKILL INDEX

	Page		Page
Alphabet	2	Homonyms	11
Alphabetical Order	12	Plurals	10
Antonyms	11	Possessives	10
Auditory Discrimination	1	Prefixes	8
Common Elements	6	R-Controlled Vowels	5
Compound Words	7	Rhyming Words	1
Consonants	3	Sight Words	3
Consonant Blends	4	Suffixes	8
Consonant Digraphs	4	Syllables	8
Contractions	9	Synonyms	11
Dictionary Skills	12	Variants	9
Following Directions	11	Visual Discrimination	2
Hard & Soft C & G	8	Vowels	5

THE DES MOINES FAMILY LEARNING PROJECT
DIAGNOSTIC SURVEYS
DIRECTIONS

The Parent Child Reading System (PCRS) Diagnostic Surveys are an outgrowth of a two-year evolution of the entire Family Learning reading system. They are designed to provide the Family Learning Specialist (FLS) with an accurate diagnosis of a child's reading needs, and, when used with Prescription Charts A, B, C, and D, offer a relatively quick answer to the following two questions:

1. Of the 500 + reading skills arranged in the PCRS, in which does the child need the most immediate assistance?
2. For these priority skills, which of the materials available in the FLC are most appropriate for the child and for his parent?

In short, these Surveys are intended to put the FLS (and hence, the parent) quickly in touch with instructional materials that apply to the age and the reading needs of almost any child in Kindergarten through 6th grade. Children whose abilities fall in the reading readiness area should be given a readiness survey such as the PATTR Inventory. (See Specialist's Guide, "PATTR").

GENERAL DESCRIPTION

The FLS will need the following materials in conducting the PCRS surveys:

I. Survey Booklet. The survey booklet used by the FLS contains the objective, direction, and exercise for 29 general reading skill categories. Survey 1 deals with word recognition skills

and is generally applicable to grades K through 3. Survey 2, in two parts, deals with vocabulary and work/study skills and applies generally to grades 3 through 6. You will note that the exercises for work/study skills in Survey 1 are combined with categories 13, 14, and 15 in Survey 2. Skills in both surveys are sequenced according to their difficulty.

II. Answer Booklet.

A. Recording. Student responses are recorded by the FLS except where directions indicate that the child writes his response.

B. Scoring. With three exceptions, the exercises for each skill category contain 10 items or an even multiple of 10. The FLS can count correct responses only, and by placing this number in the space provided, avoids the necessity for computing percentages. If the child scores 80% or better (except where noted in the survey booklet) he is considered proficient in that skill. (However, a child, though proficient, who takes longer than 10 seconds on each response may need additional practice in that skill.)

III. Answer Keys. Answers for each exercise are provided at the end of the Survey Booklet.

IV. Prescription Charts. Prescription charts A, B, C, and D are not so much a part of the diagnosis as they are a tool to help the FLS determine where to place the child in the PCRS.

Charts A and B. Prescription Charts A and B are used with Surveys 1 and 2 respectively; each number in the top row of the charts corresponds to a skill category in the Survey Booklet. Below the categories is a graph for progress plotting and a list of numbers that designate the reading prescription in each category. Each prescription number corresponds to an objective in the PCRS Retrieval Manual, and is followed by a letter code. The letter codes

indicate whether there are materials available in PCRS appropriate to the age and ability of the child. (See Specialists Guide, "PCRS Letter Codes".)

Charts C and D. Prescription charts C and D list the PCRS objectives for comprehension and reading and those work/study skills not contained in Surveys I and II. There are no diagnostic surveys for the objectives listed on Charts C and D; however, we have found that the child's comprehension and work/study abilities can be accurately diagnosed by conferring with his elementary teacher, by the observation of the FLS, or through the use of a commercial informal reading inventory. Since comprehension skills should be taught along with word recognition, vocabulary and work study skills, the child should be assigned prescription numbers from charts C and D as well as from charts A and B.

V. Lesson Plan. A lesson plan is provided and is used by the FLS and the child's parent to record the prescription number(s) and the instructional material that the parent and child will be using.

In order to avoid the various charts and lesson plan "getting away" from the child's file, we suggest stapling Charts A, B, C, D and the Lesson Plan inside a standard manilla file folder. This then becomes a continuous file for all the child's work.

We also suggest that the surveys be used individually, and if possible, during the school day. This requires that the child be absent from his regular classroom for a brief period, but in certain elementary schools, the administrative schedule will permit this.

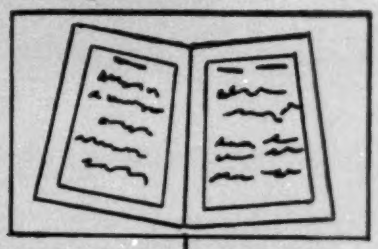
One final note: The PCRS surveys are not "tests" as such. However, their format and their implementation may suggest "test" to some parents, with the usual negative associations. Thus, to avoid undue pressure on the child, we feel the surveys are best used

without the parents present. When this is impossible, we have found it beneficial to occupy the parent either in getting to know the PCRS Material Codes or in making a simple, instructional game for his child. (See Specialist's Guide, "The First Survey-Session.")

HOW TO USE THE PCRS SURVEYS

Though each Family Learning Center site will adapt the surveys to their own purposes, the following procedures may be used as a starting point.

1. Preparation



It is useful to have a specific location in the room for using the surveys. Prepare the child's folder in advance, arranging and stapling Prescription Charts and The Lesson Plan on the inside covers of the folder.

2. Which Survey exercise should be given first?

AGE: 8
GRADE: 2nd

Classroom Teacher Says
Child Needs Work in Rhyming

2. RHYMING WORDS (Grades K-1)

OBJECTIVE: Given two words orally, rhyming pairs.

DIRECTION: Read each of the word the words rhyme. Child replies yes

1. book - cook
2. look - lake
3. try - tree
4. dog
5. long
6. sing
7. gray

Based on what you know about the child--his age, his grade, etc., and information given to you by his classroom teacher, you should select three categories in the survey booklet. If you feel that you do not know enough about the child prior to his coming to the FLC, it is safe enough to begin with the first exercise. Little time will be lost in "running through" those exercises in which he is proficient. You may find it a good practice to start a child somewhat below his grade level, to insure his proficiency in skills upon which you and the parent will later build.

3. Recording and Scoring

2. Rhyming Words

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Score _____/10)

The FLS records the child's responses in the answer booklet, except where the direction indicates otherwise. When an exercise is completed, you can enter the number of correct responses in the space provided and continue until the child completes three categories with less than 80% (100% where specified).

4. How to Find the Correct Instructional Material

PRESCRIPTION CHART A
WORD RECOGNITION

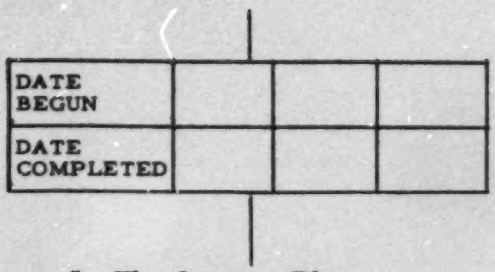
	1	2	3
	AUDITORY DISCRIMINATION	RHYMING	VISUAL DISCRIMINATION
GRAPH 100			
80			
60			
40			
20			
0			
PRESCRIPTIONS	011 A 012 A 015 Ab 016 B 017 B 018 A 019 A 020 A 021 A	013 A 014 Ab 058 Ab 098 AB	024 A 025 A 026 A 027 Ab 028 A 029 AB 030 A

Before you and the parent and his child begin working with the instructional material, there are a few things you will want to do for future reference:

1) At the top of Chart A and/or B circle the three categories in which the child has not shown proficiency.

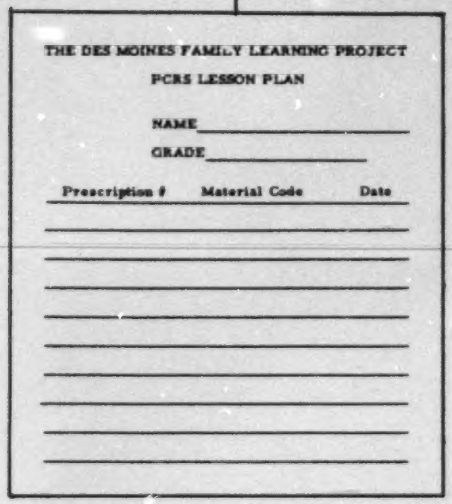
2) Plot the child's scores on the graph.

3) Using the description of letter codes in the Specialist's Guide, determine which prescriptions in the column will apply to the child's needs. Circle the number of each prescription.
At this point you will want to begin involving the parent in choosing the instructional material. The Retrieval Manual, as explained in the Specialist's Guide, contains the reading objectives and various pages of material for each. A conference with the parent concerning the child's needs and your reasons for choosing one (or several) objectives should also include your reasons for choosing a particular piece of material, and will in time pay off in increased confidence exhibited by the parent.



4) After you and the parent have chosen an objective and material appropriate for the child, enter the Date Begun at the bottom of the chart. (Enter Date Completed when the child has shown proficiency on a PCRS Post-Test.)

5. The Lesson Plan



Ask the parent to fill in the prescription numbers and the material codes for each prescription you have circled. (The date is entered when the child has completed a PCRS Post-Test on the prescribed material.) It is well for the parent to include on the Lesson Plan more material than can be accomplished in one session. By so doing he will have provided himself with a sense of where he and his child are going and a sense of confidence in reaching that point.

(Note: Don't forget to include prescriptions from Charts C and D on the child's lesson plan.)

At this time the parent is prepared to locate the instructional material and begin working with his child as described in the Guide.

These steps will complete the initial diagnosis of the child's abilities and put him and his parent in touch with the proper materials. After the child has worked through the materials prescribed on the Lesson Plan, he should be given the PCRS Post-Test for that objective. Here a score of 100% is considered proficient. (Note: Within any category a Post-Test with a higher objective number may be used to check the child "out" of a given category--if the letter codes are the same. (See Guide, PCRS "Post-Tests.")

Once the child is proficient in, and has "checked out" of the three initial categories, you will want to recycle the survey process until three more priority categories are identified. We have attempted to keep the PCRS system as streamlined as possible; however it is not applicable to every potential FLC site, and you may need to "bend" certain procedures to fit your own needs.

THE DES MOINES FAMILY LEARNING PROJECT

PARENT-CHILD READING SYSTEM

DIAGNOSTIC SURVEYS
SURVEY #1

WORD RECOGNITION SKILLS
GRADES K-3

1. AUDITORY DISCRIMINATION (Grades K-1)

OBJECTIVE: Given two words orally, the student can indicate if they sound the same or different.

DIRECTION: Read the word pairs to the child. Ask if they are the same word or two different words. (Ex.: look-book (d) sat-sat (s))

1. gear - bear
2. cad - cab
3. let - led
4. thief - sheaf
5. lake - lake
6. gall - goal
7. gun - gum
8. pool - tool
9. tone - tone
10. wreath - reef

2. RHYMING WORDS (Grades K-1)

OBJECTIVE: Given two words orally, the student can recognize the rhyming pairs.

DIRECTION: Read each of the word groups to the child. Ask him if the words rhyme. Child replies yes or no. (Ex.: fun - sun)

1. book - cook
2. look - lake
3. try - tree
4. dog - log
5. long - load
6. sing - ring
7. gray - grab
8. game - same
9. can - came
10. let - set

PARENT-CHILD READING SYSTEM

3. VISUAL DISCRIMINATION (Grades K-1)

OBJECTIVE: Given x key letters of upper or lower case alphabet, the student indicates each time the letter occurs in a group of x letters.

DIRECTION: Child reads each line and indicates his choices. (Ex. H - B h H h b)

1. g-g q g j g	4. r-r u r v r	8. b-b d g b d
2. h-m h n h h	5. w-v w u w v	9. m-n m h m u
3. P-b P P p P	6. d-P d b d g	10. q-p q P Q q
	7. F-F P E P T	

NOTE: 100% is passing for this skill.

4. ALPHABET (Grades K-1)

OBJECTIVE: Student can identify x letters of the alphabet, both upper and lower case.

DIRECTION: Child reads each line, naming each letter.

1. C F J H	6. I U P X	11. n p r u	
2. a y b v	7. Q Z A D	12. z s o p	
3. f j w d	8. T m q C	13. S W G O	
4. V A K L	9. M L B T	14. u e o p	
5. i n l k	10. N Y E R	15. r h g x	

NOTE: 100% is passing for this skill.

PARENT-CHILD READING SYSTEM

5. CONSONANTS (Grades 1 & 2)

OBJECTIVE: Given x nonsense words, the student can correctly identify the initial and/or final consonant.

DIRECTION: Read each word to child. Ask child to identify the beginning and/or ending consonant sound. (Ex.: bac b - k or c)

1. bex	6. nad	11. peb	16. tof
2. sim	7. zok	12. mev	17. rup
3. das	8. fon	13. jat	18. cas
4. vem	9. keb	14. rad	19. lut
5. hif	10. wob	15. yig	20. tay

6. SIGHT WORDS (Grades 1-3)

OBJECTIVE: Given x sight words the student can read the words up to and including those on his grade level.

DIRECTION: Child reads each level. Write down incorrect pronunciation. (Ex.: that - read as thak)

LEVEL: PRIMARY	I	II	III
1. in	1. about	1. once	1. early
2. was	2. from	2. again	2. don't
3. ran	3. want	3. eight	3. answer
4. too	4. here	4. done	4. through
5. me	5. one	5. because	5. brought
6. it	6. were	6. where	6. does
7. saw	7. out	7. friend	7. young
8. go	8. went		

DS: 3

PARENT-CHILD READING SYSTEM

7. CONSONANT DIGRAPHS (Grade 2)

OBJECTIVE: Given x nonsense words containing digraphs, the student can correctly identify the digraph in the word.

DIRECTION: Read words to child and ask child to select the digraph he hears in the beginning or ending position. (Ex.: thop - th)

1. whan	4. chep	8. sach
2. shak	5. thad	9. cuth
3. whex	6. thob	10. fash
	7. whil	

8. CONSONANT BLENDS (Grade 2)

OBJECTIVE: Given x nonsense words, the child can identify the two letter blends.

DIRECTION: Read words to child, and ask child to select the blend heard in each word.

1. flen	4. trup	8. sted
2. blis	5. grom	9. spum
3. slep	6. brap	10. smat
	7. clag	

PARENT-CHILD READING SYSTEM

9. LONG AND SHORT VOWELS (Grade 2)

OBJECTIVE: Given x nonsense words, the child can (1) identify the vowel and (2) tell whether it is long or short.

DIRECTION: Read each word to child and let him identify vowel and type (long or short). (Ex.: log - short o)

1. fain	8. prate	14. dof
2. mobe	9. zye	15. raf
3. feek	10. buke	16. mog
4. cule	11. fen	17. fif
5. deet	12. lup	18. faf
6. kie	13. zug	19. yit
7. grome		20. teb

10. R - CONTROLLED VOWELS (Grades 2-3)

OBJECTIVE: Given a list of words containing r-controlled vowels and several key words, the student can indicate which words contain the same r-controlled sound.

DIRECTION: Read words to child, or have child read them. Read the KEY word for proper sound identification. Then read each choice with the KEY word for identification purposes. (Ex.: HER-fur; HER-few; HER-shirt; HER-short)

1. TURN - fort fur burnt barn
2. TAR - start fern form farm
3. DIRT - hare stir tart skirt
4. HORN - hurt cork harm more
5. JERK - star turn fern born

PARENT-CHILD READING SYSTEM

11. COMMON ELEMENTS (Grades 2-3)

OBJECTIVE: Given x letter patterns the child can read them correctly.

DIRECTION: Child reads each pattern.

1. ail	8. urn	14. or
2. op	9. in	15. oo
3. est	10. ed	16. on
4. and	11. ock	17. ake
5. ick	12. ell	18. tion
6. at	13. ate	19. ope
7. ing		20. er

12. FOLLOWING DIRECTIONS (Grades K-6)

Refer to Survey 2, Area 13.

13. ALPHABETICAL ORDER (Grades 1-6)

Refer to Survey 2, Area 14.

14. DICTIONARY SKILLS (Grades 1-6)

Refer to Survey 2, Area 15.

PARENT-CHILD READING SYSTEM

SURVEY #2
VOCABULARY AND WORK STUDY SKILLS

PART I
VOCABULARY
GRADES 3 - 6

1. COMPOUND WORDS (Grades 3-6)

OBJECTIVE: Given x words, the child can make compound words.

DIRECTION: Child matches column A to column B and makes compound words. (Ex.: A gun B smith = gunsmith)

A	B
1. pan	A. house
2. under	B. side
3. up	C. line
4. gold	D. town
5. bird	E. cut
6. in	F. hood
7. hair	G. cake
8. boy	H. ball
9. mail	I. fish
10. base	J. man

PARENT-CHILD READING SYSTEM

2-4. FINDING UNITS IN WORDS (Grades 3-6)

OBJECTIVE: Given x words, the child can identify the root words, prefixes, suffixes and number of syllables.

DIRECTION: Teacher or child reads each words and indicates the root word, prefix, suffix and number of syllables. (This section may be given as four separate tests. It need not be given in its entirety to every child.)

(Ex.:	SYL.	PRE.	ROOT	SUF.)
(UNTIED	2	un	tie	d)

1. irregularity	8. enjoy	14. disappear
2. dislike	9. restarted	15. table
3. helpless	10. slowly	16. preview
4. mansion	11. amusement	17. incorrectly
5. changeable	12. summer	18. discontented
6. repaid	13. improperly	19. comic
7. motor		20. making

5. SOFT AND HARD "C" AND "G" (Grades 3-6)

OBJECTIVE: Given x words, child pronounces "c" and "g" correctly.

DIRECTIONS: Child reads words. Teacher checks for correct "c" and "g" pronounciation only.

1. nice	4. medicine	8. cuddle
2. energy	5. jargon	9. gentlemen
3. circus	6. gigantic	10. cyst
	7. gum	

PARENT-CHILD READING SYSTEM

6. CONTRACTIONS (Grades 3-6)

OBJECTIVE: Given x contractions, child can identify the two contracted words. Given x contracted words, child makes contractions.

DIRECTIONS: Child reads contractions # 1 - 5, and writes the two words which have been contracted. The child then writes the contractions for # 6 - 10. (Ex.: I'll = I will She is = she's)

1. won't	6. were not
2. aren't	7. could have
3. she'll	8. it is
4. they've	9. I have
5. I'm	10. you will

7. VARIANTS (Grades 2-6)

OBJECTIVE: Given x words containing variants, the child can correctly pronounce them.

DIRECTION: Child reads words.

1. knock	4. could	8. bought
2. telephone	5. wrinkle	9. talk
3. echo	6. cough	10. delicious
	7. knight	

PARENT-CHILD READING SYSTEM

8. SINGULAR AND PLURAL (Grades 3-6)

OBJECTIVE: Given ten words, child can change singular words to plural form.

DIRECTION: Child reads words and writes plurals.
(Ex.: couch - couches knife - knives)

1. wife	4. table	8. cry
2. mouse	5. class	9. child
3. house	6. baby	10. cook
	7. leaf	

9. POSSESSIVES (Grades 3-6)

OBJECTIVE: Given ten sentences the child can write possessives and recognize them.

DIRECTION: Child reads each sentence. In # 1 - 5 the child rewrites the sentences to show possession. In # 6 - 10 the child indicates the possessives. (Ex.: a - This book is Mary's. (Mary's shows possession b - This cat belongs to Tom. This is Tom's cat.)

1. Is he wearing the hat belonging to Mike?
2. The toys of the children were in the bedroom.
3. She was looking for the dress that belongs to Sally.
4. Carol took the book that belonged to Harry.
5. The house of the Green family was painted.
6. That's Dad's ball.
7. They're giving theirs to me.
8. Who's coming to Mary's house.
9. The houses are brick on John's street.
10. Tom's classes were cancelled.

PARENT-CHILD READING SYSTEM

10- SYNONYMS, ANTONYMS, & HOMONYMS (Grades 3-6)
12.

OBJECTIVE: Given fifteen words, the child can identify pairs as synonyms, (same), antonyms (opposite), and homonyms (sounds alike).

DIRECTION: Read word pairs to child or have child read them. Child identifies each pair as a synonym (same), antonym (opposite), or homonym (sounds alike). (Ex.: up - down (antonym, or opposite) happy - glad (synonym, or same) night - knight (homonym, or sounds alike)

1. late - early	6. absent - present	11. clean - spotless
2. wood - would	7. two - too	12. tiny - huge
3. helpful - helpless	8. ugly - pretty	13. tired - active
4. slender - thin	9. pear - pair	14. peddle - pedal
5. sorrow - happiness	10. wait - weight	15. weary - tired

PART II
WORK/STUDY SKILLS
GRADES K - 6

13. FOLLOWING DIRECTIONS (Grades K-6)

OBJECTIVE: Given five oral or written directions, the child responds correctly to the direction.

DIRECTION: (K-3) Group A: Give child a pencil and lined paper. Read directions once slowly waiting until each direction is followed. Read direction in its entirety, not in sections. (4-6) Group B: Give child pencil and lined paper. Read each direction only once in its entirety.

GROUP A

(1-2) Sign your name on the top of the paper.
(3-5) Write the numbers 1-10 on the left side, skipping one line between each number.
(6-8) Draw 3 squares, 2 triangles, and circle the last triangle.
(9-10) Print your name on the last line of the paper.

GROUP B

(1-3) Sign your first name on the last line of the paper.
(4-5) Fold the paper into four equal horizontal sections.
(6-7) Draw a six sided figure and around it place a circle.
(7-10) In the upper left hand corner of the paper, print your last name in capitals.

PARENT-CHILD READING SYSTEM

14. ALPHABETICAL ORDER (Grades 1-6)

OBJECTIVE: Given x words the child can correctly alphabetize them.

DIRECTION: Child reads words and rewrites them in alphabetical order. Any word out of sequence is counted as one error. Grade 1, the child places the letters in alphabetical order. Group A and Group B should be given separately.)

	Grade 1	Grades 2 and 3	Grades 4 - 6
GROUP A	1. A	1. bleed	1. thread
	2. W	2. came	2. share
	3. B	3. broke	3. carry
	4. M	4. sign	4. those
	5. D	5. more	5. choose
GROUP B	6. g	6. chair	6. which
	7. r	7. there	7. shame
	8. e	8. show	8. white
	9. q	9. name	9. roamed
	10. z	10. team	10. roar

15. DICTIONARY SKILLS (Grades 1-6)

OBJECTIVE: Given five words, the child can correctly locate them.

DIRECTION: Use picture dictionaries for grades 1-2, Column A, standard dictionaries for grades 3-6, Column B. Child locates each word in the dictionary using alphabetical order as a tool of reference.

A	B
1. yarn	1. building
2. dog	2. scissors
3. house	3. meadow
4. moon	4. young
5. school	5. kitchen

PARENT-CHILD READING SYSTEM

ANSWER KEY
SURVEY #1

1. Auditory Discrimination

1. different	4. different	8. different
2. different	5. same	9. same
3. different	6. different	10. different
	7. different	

2. Rhyming Words

1. yes	4. yes	8. yes
2. no	5. no	9. no
3. no	6. yes	10. yes
	7. no	

3. Visual Discrimination

1. g g g	4. r r r	8. b b
2. h h h	5. w w	9. m m
3. P P P	6. d d	10. q q
	7. F	

4. Specialist Evaluated

PARENT-CHILD READING SYSTEM

5. Consonants

1. b - x	6. n - d	11. p - b	16. t - f
2. s - m	7. z - k	12. m - v	17. r - p
3. d - s	8. f - n	13. j - t	18. c (k) - s
4. v - m	9. k (c) - b	14. r - d	19. l - t
5. h - f	10. w - b	15. y - g	20. t - a

6. Specialist Evaluated

7. Consonant Digraphs

1. wh	3. sh	5. wh	7. ch	9. th
2. ch	4. th	6. sh	8. th	10. wh

8. Consonant Blends

1. fl	3. sl	5. gr	7. cl	9. sp
2. bl	4. tr	6. br	8. st	10. sm

9. Long & Short Vowels

1. long a	6. long i	11. short e	16. short o
2. long o	7. long o	12. short u	17. short i
3. long e	8. long a	13. short u	18. short a
4. long u	9. long i	14. short o	19. short i
5. long e	10. long u	15. short a	20. short e

PARENT-CHILD READING SYSTEM

10. R Controlled

1.	turn fur burnt
2.	tar start farm
3.	dirt stir skirt
4.	horn cork more
5.	jerk turn fern

11. Specialist Evaluated

12. See Survey # 2, (13)

13. See Survey # 2, (14)

14. See Survey # 2, (15)

ANSWER KEY
SURVEY #2

1. Compound Words

1. G pancake	6. B inside
2. C underline	7. E haircut
3. D uptown	8. F boyhood
4. I goldfish	9. J mailman
5. A birdhouse	10. H baseball

PARENT-CHILD READING SYSTEM

2-
4. Finding Units in Words

	Syllables	Prefixes	Roots	Suffixes
1.	4	ir	regular	ity
2.	2	dis	like	
3.	2		help	less
4.	2			
5.	3		change	able
6.	2	re	paid	
7.	2			
8.	2	en	joy	
9.	3	re	start	ed
10.	2		slow	ly
11.	3		amuse	ment
12.	2			
13.	4	im	proper	ly
14.	3	dis	appear	
15.	2			
16.	2	pre	view	
17.	4	in	correct	ly
18.	4	dis	content	ed
19.	2			
20.	2		make	ing

PARENT-CHILD READING SYSTEM

5. Specialist Evaluated

6. Contractions

1. will not	4. they have	8. it's
2. are not	5. I am	9. I've
3. she will	6. weren't	10. you'll
	7. couldn't	

7. Specialist Evaluated

8. Singular & Plural

1. wives	4. tables	8. cries
2. mice	5. classes	9. children
3. houses	6. babies	10. cooks
	7. leaves	

9. Possessives

1. Is he wearing Mike's hat?
2. The children's toys were in the bedroom.
3. She was looking for Sally's dress.
4. Carol took Harry's book.
5. The Green family's house was painted.
6. Dad's
7. theirs
8. Mary's
9. John's
10. Tom's

PRESCRIPTION CHART A
WORD RECOGNITION

DS: 19

	1	2	3	4	5	6	7	8	9A	9B	10	11
	AUDITORY DISCRIMINATION	RHYMING	VISUAL DISCRIMINATION	ALPHABET	CONSONANTS	SIGHT WORDS	CONSONANT DIGRAPHS	CONSONANT BLENDS	LONG & SHORT VOWELS	VOWEL DIGRAPHS & DIPHTHONGS	R CONTROLLED VOWELS	COMMON ELEMENTS
GRAPH 100												
80												
60												
40												
20												
0												
PRESCRIPTIONS	•010 A •011 A •012 A 015 Ab 016 B 017 B •018 A •019 A 020 A •021 A	•013 A •014 Ab •058 Ab •098 AB •182 AB •184 B	•022 A •023 A •024 A •025 A •026 A •027 Ab •028 A •029 AB •030 A	•032 A •033 A •034 A •035 Ab •036 A •037 Ab 187 A	015 Ab •018 A •053 Ab •054 aB •055 Bc •056 Bc •057 Bc •058 Bc •059 B •060 B •061 B 062 B •063 B •064 aBC •066 Bc •067 Bc 068 Bc	•041 aB •042 Ab •043 Ab •044 ABc •045 abc •046 ab	•082 BCd 083 B •084 B •085 B •086 B •087 C •088 Bc •089 BCd •142 bCDe •144 cB	074 B •075 B •076 BC •077 B •078 BCd •079 BCd •080 Bcd 083 B •084 B •086 B •089 Bc 100 Bc 117 Bc 181 ABc	•106 Bc •107 B •108 B •109 Bc 110 B •111 B 112 Bc •113 B •114 bCd •115 Bcd •116 Bcd 117 Bc 118 Bc •119 Bc •120 Bc 121 Bc •122 Bc •123 B	128 B •129 B •130 bCd •131 bCD •132 B •133 bCD 134 bCd •135 Bc •143 bC 161 bC	152 Bc •153 bCDe •154 BCDe •155 bCDe •156 bC •157 bC •158 bC	•058 Bc •098 AB •099 B 100 Bc •101 B •102 bc 117 Bc 121 Bc •123 B
DATE BEGUN												
DATE COMPLETED												

DS: 21

PRESCRIPTION CHART B

VOCABULARY | WORK/STUDY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	COMPOUND WORDS	PREFIXES & ROOTS	SUFFIXES & ROOTS	SYLLABLES	HARD & SOFT C & G	CONTRACTIONS	VARIANTS	SINGULAR & PLURAL	POSSESSIVES	HOMONYMS	SYNONYMS	ANTONYMS	FOLLOWING DIRECTIONS	ALPHABETICAL ORDER	DICTIONARY SKILLS
GRAPH 100															
80															
60															
40															
20															
0															
PRESCRIPTIONS	•192 Bc •193 Bc •194 B	•186 ABcd •204 bCd •205 bCd •206 Cd 207 bCd •208 bCd •209 BCd •221 cD 223 bCd 225 bC	•212 bcD •213 bCd 214 bC •215 bCd 216 bCd 217 bCd •220 bC •221 cD •222 bC 223 bCd •224 bC 225 bC •227 C •230 C •231 C •232 C	•165 BCDe •166 B •167 bCd •168 bCd •169 bCd	•065 Bc •066 Bc •067 BC	•197 bCd •198 bCd	•174 bCDe •175 bCd •176 bCDe	237 B •238 B •239 bC •240 B •241 bC •242 C	245 bC 246 B •247 Bc 248 B	•252 C •253 Cd 254 C •257 C	•261 AD •262 cD •263 cD 264 cD	•268 A •269 CD •270 CDE •271 C	•429 Ab 430 Bc 431 Bc •434 A 435 Bc	•458 ABc •459 C 460 Cd •461 Cd •462 Cd •463 Cd •464 Cd	•452 B 453 B 454 B 455 B •456 B •466 Cd •467 Cd •468 Cd •469 Cd •470 Cd 471 cD •472 cD •473 Cd •474 bC •475 C •477 cD
DATE BEGUN															
DATE COMPLETED															

31

32

PRESCRIPTION CHART C
COMPREHENSION & READING

DS: 23

PRESCRIPTIONS	CONTEXT CLUES	BASIC COM-PREHENSION	RECALL OF DETAILS	MAIN IDEAS	INFERENCES	PREDICTING OUTCOMES	DRAWING CONCLUSIONS	CAUSE & EFFECT	SEQUENCE	CRITICAL READING
	•275 Bc 276 cDe 277 D 278 C •279 bcDe 284 C 285 B 286 cDe •287 bCdE 288 abcDe	•290 bcde 291 B •292 bcde 293 bCde	•296 A 297 bCDE •298 AbCD •299 AbC 300 C	•304 bcde 305 B •306 cD 307 De	313 B •314 Abcd	•319 Bcde •320 Cde •321 Bcde •322 cde	•326 AB •327 AC •328 bCDe	332 Bc 333 Cde 334 Cde 335 De	339 bC •340 bcD •341 bcde •342 de •343 bcde •344 bcde	•346 BCde 347 cDe 348 cDe 349 cDe 350 De 351 De 352 dE •353 de •354 De
DATE BEGUN										
DATE COMPLETED										

PRESCRIPTIONS	REAL READING	IDIOMS	FIGURATIVE LANGUAGE	IMAGERY	CHARACTER-IZATION	LITERARY STRUCTURE
	•361 bcde •362 bcde •363 bcde •364 bcde •365 bcde •366 bcde •367 bcde •368 bcde •369 bcde	•376 cde 377 Cde	380 De 381 cDe 382 cD 383 cD 384 bCd •385 C 386 cD 387 cD 388 bcde 389 CDe 390 de •391 cD •392 cD 394 cD	•397 de	•401 de •402 de •403 bcde •404 cde •405 bcde •406 cde •407 de •408 e •409 de	•413 e 414 De •415 cde •416 e •417 de •418 e •419 e •420 e •421 cde •422 e •429 Ab 430 Bc 431 Bc •434 A 435 Bc
DATE BEGUN						
DATE COMPLETED						

PRESCRIPTION CHART D

WORK-STUDY SKILLS

PRESCRIPTIONS	ORAL READING	RATE OF READING	REFERENCE SKILLS	VERIFYING ANSWERS	CATEGORIZING	CONTENT AREAS	MAPS	RESEARCH	FUNCTIONAL READING
	·438 b ·439 bcde ·440 bcde ·441 bcde ·442 bcde ·443 bcde ·444 cde	·446 e ·447 e 448 E 449 dE ·450 de ·451 e	481 bD ·482 Cde 483 bCd 484 Cd 485 Cd 486 cDe 487 cDe 488 Cd ·489 bc ·490 Cde 491 cDE 492 cDe 493 cDe ·494 de 495 dE	498 cD 499 Cd 500 cD 501 DE	·503 ABcd 504 Bcd 505 cD ·506 A 507 CD ·508 De 509 dE	512 DE ·513 de	521 bCd 522 cD 523 cD ·524 cd ·525 cd 526 cDe ·527 cd ·528 cd 529 cDe 530 Cd ·531 bcde	·536 de 537 e ·538 de 539 cD 540 CD 541 De ·542 d	·547 DE
DATE BEGUN									
DATE COMPLETED									

THE DES MOINES FAMILY LEARNING PROJECT

PCRS LESSON PLAN

NAME_____ COMPREHENSION LEVEL_____

GRADE_____

Prescription #	Material Code	Date	Prescription #	Material Code	Date